

Benefit of Implementing Entrepreneurship Training to High School Learners in South Africa

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Abstract: *Training and development of young is the priority in South African. Currently, the high rate of unemployment amongst the young is above 75%. The significance of this study is to inform curriculum developers about the skills shortage and the need to implement entrepreneurship training to high learner. The core problem this study seeks to address the shortage of entrepreneurship skills amongst the young and the high rate of unemployment. The mixed research method was adopted. The purposive sampling was used to select the participants and focus group interviews and document reviews were used to gather data. The findings of the study show that the implementing entrepreneurship training to high school learners may yield positive results and the young can participate in building economic of South Africa. The study found that the majority of young are in need of entrepreneurship training during high school. It's recommended that high schools and universities should collaborate to bridge the skills gap and improve entrepreneurship training of the young in South Africa. In addition, if entrepreneurship training can be implemented, young can start business and the gross domestic product in South Africa can improve.*

Keywords: Entrepreneurship, training and development, skills shortage, high school, policy developers

1. Introduction

Entrepreneurship education has been adopted by developed and developing countries, as a strategy to facilitate economic participation among young people (Musengi-Ajulu, 2010: 1; Nafukho & Muya, 2010: 100). In South Africa the advent of Umsobomvu Youth Fund (UYF) in 2001 to assist the youth entrepreneurship to receive necessary business skills and business funding have yield negative result. According to Nieman and Nieuwenhuizen (2009: 197) stated that the objective of Umsobomvu was to stimulate an entrepreneurial mind-set among young people, and assist them with business funding and market access. In Nigeria, a study was conducted by Udu and Amadi (2013) on the possibility of integrating basic Entrepreneurship studies into primary education curriculum. The findings were the introduction of Entrepreneurship studies in the primary school curriculum was a welcome idea by educators and entrepreneurs, as it would help to lay a solid foundation for future entrepreneurial development. In line with Yang (2016) concur with the points highlighted by Udu and Amadi (2013) that entrepreneurship programmes seem to be failing because students believe that there are many things to do. Hence, the importance of the implementation of entrepreneurship education in public schools to reduce the youth unemployment and contribution to the alleviation of poverty and to generate employment opportunities (Cant 2017: 110).

2. Literature Review

From the South Africa perspective, entrepreneurship plays vital part in township economic and economic growth to create job opportunities for the youth of South Africa as reported by (MacVicar & Throne, 2016) On the other hand, scholars such as Jimenez, Jimenez, Camara, Santos and Bernal, (2015), argues that entrepreneurship consists of an individual's innovativeness in the integral part of his

business. Furthermore, entrepreneurship refers to the business venture. Scholars such as Stokes, Wilson & Mador (2007: 7) share the similar views that entrepreneurship is a dynamic process which involves a great use of energy, dedication and passion from the individuals. Hence, this study identifies the need of entrepreneurship training of high school learners in South Africa.

Entrepreneurship education can be defined as a source knowledge production and skilled personnel is very influential manner as supported by (Happe, 2015). In addition, entrepreneurship can be used to revive economic growth in the townships. As such as the Former President Zuma confirmed this view when he said in his State of the Nation Address "the only way to revive growth and accelerate the economy is to empower Small Medium and Micro-Sized Enterprises (SMMEs)" (Zuma, 2017, p.2). The researcher agree with the views shared by Govender, (2008: 90) on a study explores the application of 'Junior Enterprise' (JE) in South African Higher Education Institutions (Universities) and the research revealed that "In order to promote skilled opportunity-oriented entrepreneurs, learners must be exposed to entrepreneurship activities in schools". In addition, as back as Govender, (2008) further stated that "South African economy can be rejuvenated and unemployment curbed by appropriate professional and academic training that provides entrepreneurial skills is essential".

This study discusses at implementing entrepreneurship training at the early learning stages of the youth development phase in public Schools. Currently, business studies syllabus does include minor entrepreneurship education from grade 10 to grade 12 as supported by (Network for Teaching Entrepreneurship, 2013). The tables will show the syllabus done in the further education and training (FET) grade 10 to grade 12.

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Table 2.1: Grade 12 business studies syllabus as per CAPs documents

1	Legislation
2	Human Resource Function
3	Professionalism and Ethics
4	Business strategies
6	Quality of performance
7	Investment: Securities
8	Team performance assessment and conflict management
9	Human Rights, Inclusivity and Environmental Issues
10	Forms of ownership
11	Presentation

Source: self-generated

Table 2.2: Grade 11 business studies syllabus as per CAPs documents

1	Influences on business environment
2	Challenges of the business environment
3	Adapting to challenges of the business environment
4	Introduction to Human Resources
5	Contemporary socio-economic issues
6	Business Sectors
7	Benefits of company over other forms of ownership
8	Creative thinking
9	Avenues of acquiring a business
10	Stress and crisis management
11	Transforming a business plan into an action plan
12	Professionalism and Ethics
13	Setting/starting a business
14	Citizenship role and responsibility
16	Presentation of business environment
16	Team dynamics and conflict management
17	Entrepreneurial qualities and success factors

Source: self-generated

Table 2.3: Grade 10 business studies syllabus as per CAPs documents

1	Marketing Environment
2	Macro Environment
3	Contemporary socio-economic issues
4	Business Functions
5	Concept of quality
6	Forms of ownership
7	Presentation of business-related information
8	Creative thinking and problem solving
9	Relationship and Team performance

Source: self-generated

In addition, an entrepreneur is a person who produces goods and services which he/she then sells in order to make money. Furthermore, an entrepreneur is a person with knowledge and the skills to combine and coordinate the factors of production in order to make a profit. Tende, (2014) further explain that entrepreneur is an individual who organises, owns, manages and takes the risks of a business and individual that identifies new business opportunities by gathering resources to take advantage of the opportunities and start businesses. The following are entrepreneurial qualities and success factors that are needed in running the business venture as supported by (Iro-Idoro, Ayodele, and Jimoh 2015):

Motivation

Entrepreneurs are driven by their passion and willingness to succeed in the things they believe in. In addition,

entrepreneurs are self-driven to achieve their goals and have a high level of enthusiasm and a willingness to learn from mistakes as supported by (Iro-Idoro, Ayodele, and Jimoh 2015).

Innovation

Entrepreneurs have big dreams of realizing long-term rewards in the form of profits and strive to reach a sense of personal realization. In addition, entrepreneurs set clear and specific goals and see possibilities and are creative to imagine achievement thereof. Hence, entrepreneurs are action-oriented people who enjoy and strive for success in everything they do as supported by (Sharma, 2018).

Patience

Entrepreneurs keep on going even if things are difficult and the future looks bleak. They do not give up easily and have an amazing ability to keep going and entrepreneurs cannot be easily persuaded to change direction or do something else. Furthermore, they are goal orientated and cannot tolerate failure. Success is the only result acceptable to them and often become workaholics as reported by (Barry, 2017).

Integrity

Entrepreneurs are not afraid to make sacrifices to realise their dreams and once their goals have been set, they focus on it to the exclusion of all else in addition they have high standards and cannot tolerate mediocrity and are committed to their business idea and work hard to achieve their goals (Iro-Idoro, Ayodele, and Jimoh, 2015).

Communication skills

Entrepreneurs are good communicators, skilled at resolving conflict and generating enthusiasm in others and have good planning and communication skills to put things in order and they are good at imposing structure and creating order. Entrepreneurs are good at combining factors of production and they can take charge of a situation and make the business work. In addition, entrepreneurs can get things done by turning plans into action (Barry, 2017).

It is for reasons, that entrepreneurship education in South Africa is the top priority of the government agenda (new age 2019). Furthermore, most of public schools in South Africa had vocational training on skills development such as woodwork, technical drawing, bricklaying and currently few schools provide such training. The advent of FET currently known as TVET was to provide vocational training to students and bridge gap of skills shortage in South Africa, so that students will open entrepreneurship to curb unemployment is not yielding the expected results. In addition, about 71% of youth between the ages of 15 to 34 are unemployment as reported (StatsSA, 2020).

Despite the effort from government to combat the high rate of unemployment. Unemployment is challenge against the youth to date. In addition, small business owners lack basic financial skills as supported by Mahendra (2017) on the study the effect of entrepreneurship education on entrepreneurial intention mediated by motivation and attitude among management students. Furthermore, they are a misalignment between the Department of Basic Education and Department of Small Business Development, they is no

collaboration to assist public schools to impart entrepreneurial skills to learners, when they want to venture in entrepreneurship world. No programmes for the side of Department of Small Business Development to assist the public schools.

According to a study conducted by Nieuwenhuizen and Groenewald (2008: 129) individuals who have attended entrepreneurial courses are more likely to start up their own businesses as compared to those not attending any entrepreneurial courses. Hence, the researcher agrees with the findings by Nieuwenhuizen and Groenewald (2008: 129) and entrepreneurship education can be used as strategic approach to curb the youth unemployment in South Africa. A study conducted by Chepurensko, (2015) on entrepreneurship theory: new challenges and future prospects, Chepurensko (2015) focused on perceptions of learners about entrepreneurship, the findings revealed that little entrepreneurship knowledge is taught in schools. On the other hand, little research has been done to assess adoption of entrepreneurship education as a strategic approach to curb youth unemployment within public schools. Hence, the core purpose of this study looks into the programmes and available funding at school level.

The researcher disagree with the findings by Tomkins-Bergh and Miller (2015) that the inclusion of entrepreneurship education in public schools may not yielded success as expected due to poor definitions of context and goals of entrepreneurship education programme. In contrast to the views shared by Tomkins-Bergh and Miller (2015) the researcher views is that, in order to be able to curb the youth unemployment, the adopting entrepreneurship education in public schools as a subject to teach learners entrepreneurial skills can yield positive result.

3. Methodology

To address the research problem and objectives, this study employed a case study design and adopted mixed method. The reason for using exploratory mixed design for this study it because quantitative data is analysed first using SPSS and then qualitative data is analyse using thematic to identify themes, ideas, perspectives and beliefs supported by (Cresswel 2017). Data was collected using a range of methods which are interviews, observations, questionnaires, document review and audio-visual. The questionnaire were semi-structured and open-ended. The questions were planned and worded in the home language of the participant to ensure that there was no ambiguity as supported by (Cresswel, 2017). Furthermore, questionnaires were distributed to 216 high school learners. Descriptive statistics refers to the analyzing of data that helps to develop the figures and the study adopted descriptive statistics. The rationale for using descriptive statistics is that it allows the researcher to use the quantitative data to further probe on issues that did not come out clearly during data analysis

4. Results

Results from Questionnaires distributed to high school learners.

The first part focuses on the results obtained from the survey conducted to 216 high school learners.

Table 1: Gender

Gender	Frequency	Percentage
Female	132	61, 11
Male	84	38, 89
Total	216	100%

Firstly, it was paramount important to have a clear understand of the population under study. In addition, figure 4: Indicates that about 38, 89% of the participants were males and 61, 11% were females.

Race of participants

This item sought to record the race of the research participants in terms of race. Demographic information was gathered on race in order to ascertain the contributions made by participants from various races to the understanding of the study. Table 2: Participants based on race.

Table 2: Race of Participants

	Frequency	Percentage	Valid percent
African	186	86, 11%	86
White	10	4, 62%	5
Coloured	20	9, 25%	9
Asian	0	0%	0
Other	0	0%	0
Total	216	100%	100

Table 5: shows that a total 86, 11% of the respondents were Africans, 4, 62% were whites, and 9, 25% were Coloureds and Asians 0% of the respondents. Thus, the public schools comprised of educators from nearly all races who also could give varied contributions to the study.

Table 3: Educational programmes offered to high school students on entrepreneurship

Educational programmes	Frequency	Percent	Valid percent	Cumulative percent
Strongly agree	5	2.32%	2.32	2.32
Agree	3	1.39%	1.39	20.5
Neutral	2	0.92%	0.92	82.3
Disagree	121	56.01%	56.01	88.6
Strongly disagree	85	39.36%	39.36	100.00
Total	216	100.00	100.00	

This finding indicates that they are no adequate educational programmes in public schools for training learners about entrepreneurship as reported by (Littlewood & Holt, 2015).

Table 4: Has the school received any support from small businesses.

Support from small businesses	Frequency	Percent	Valid percent	Cumulative percent
Strongly agree	50	23.15	23	23.15
Agree	75	34.72	35	90.5
Neutral	30	13.89	14	64.4
Disagree	35	16.21	16	35.8
Strongly disagree	26	12.03	12	100.00
Total	216	100.00	100	

This finding indicates that they local small business do support public schools by donations such as uniforms, computers and desks. However, local businesses don't have

training programmes to train and develop entrepreneurship skills to learners as reported by (Littlewood & Holt, 2015).

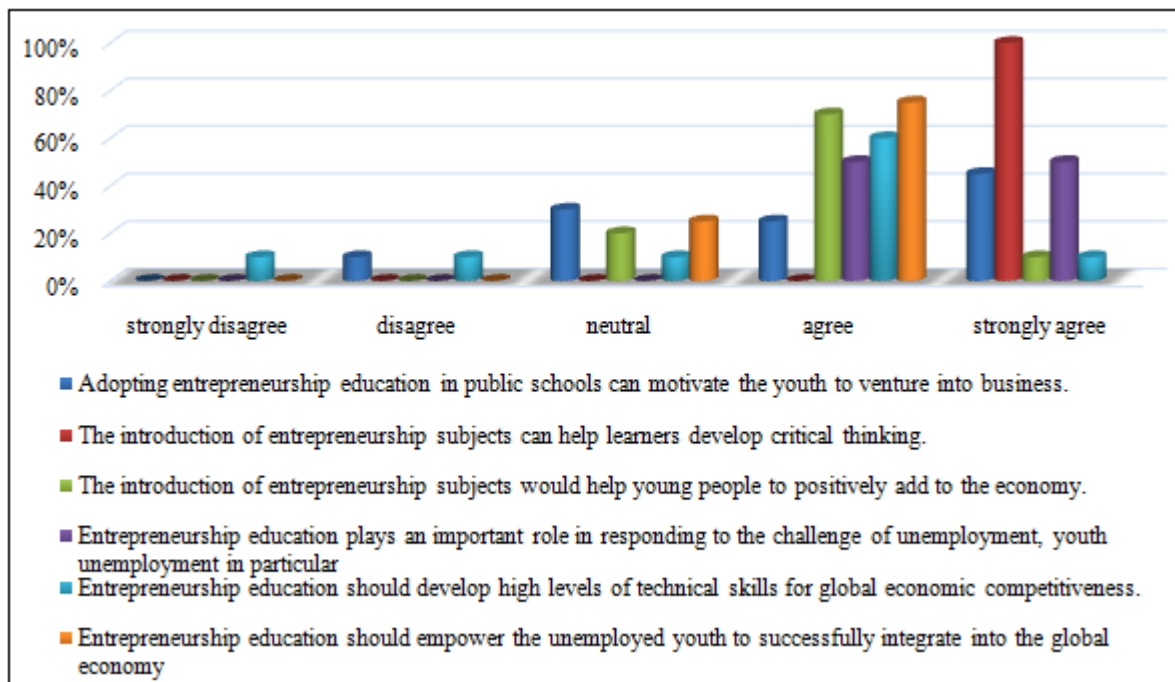


Figure 1: To identify the opportunities associated with the adoption of entrepreneurship education

Figure 1: indicates that adopting entrepreneurship education in public schools can motivate the youth to venture into business, 45% of participates agree. The introduction of entrepreneurship subjects can help learners develop critical thinking, 75% of participates agree. The introduction of entrepreneurship subjects would help young people to positively add to the economy, 70% of participates agree. Entrepreneurship education plays an important role in responding to the challenge of unemployment, youth unemployment in particular.50% of participates strongly agree. Entrepreneurship education should develop high levels of technical skills for global economic competitiveness, 60% of participates agree. Entrepreneurship education should empower the unemployed youth to successfully integrate into the global economy, 75% of participates agree. A study conducted by Solomon (2007) on examine the entrepreneurship education in United States revealed “that the most popular teaching method in universities of United States was the development of business plans, class discussions and guest speakers”. Mahadea et al. (2011: 67-68) believe that exploring young people’s talent by fostering a culture of entrepreneurship amongst school leavers would be beneficial in their well-being. Mahadea et al. (2011: 67-68) further point out that, schooling system should be able to develop entrepreneurial attitudes, knowledge and skills in a student.

5. Discussion

The results from this study have implications in Figure 4.6.2: indicates that educators currently have the knowledge and skills to impart entrepreneurship education in public schools, 100% of participates strongly disagree. The education system caters for entrepreneurship education, 50% of participates strongly disagree. Entrepreneurship education

should be mandatory for all learners in public schools.65% of participates agree. The development of entrepreneurship education should give learners enough chance to choose the courses they like, 100% of participates strongly disagree. Local small businesses are actively involved in the entrepreneurship education at high schools, 100% of participates strongly disagree. Parents are actively involved in entrepreneurship education for their children, 50% of participates strongly disagree.

In this study, it was also found that public schools do need financial support and proper infrastructure to implement entrepreneurship to learners, to employ educators who are skilled to teach entrepreneurship education, currently they is a lack of textbooks, financial support to assist to buy textbooks. This study further finds that financial support to public schools can yield good result for implementing entrepreneurship and without proper financial support can result to fail. According to Surbhi (2015: 1) defined on the training as the process of training and development of employees, to be effective and productive for the organisation. The finding revealed that learners need the following skills financial training, business skills, personal and development training and management skills; this should be incorporated in business studies curriculum.

Results indicate that public schools focus on getting good result in grade 12. In addition, the educator’s perceptions are that would like to interact with successful entrepreneurs to get insight on the operation perspective of the business. This study further finds that access to finance is extremely difficult in South Africa and lack of access to finance and the sluggish economy in South Africa. The results indicate that they is less practical knowledge in the curriculum taught in grade 10 to 12, and business studies focus on the theory.

The study finds that learners will be able to venture into business by introducing entrepreneurship education in public schools. Furthermore, entrepreneurship education programmes will improve the skills of learners. Based on the economic status of South Africa, indeed entrepreneurship education can improve township business and learners will be able to venture into business. The findings revealed that implementing entrepreneurship education programme in public schools improve the learners to participate in local economy.

6. Recommendations and Conclusion

This study seeks to contribute to entrepreneurship education and recommend strategies to curb youth unemployment. The study calls for the introduction of entrepreneurship training in public schools across all spheres. This study will assist the Department of Basic Education to provide learners with relevant skills for entrepreneurship education and Department of Small Business Development (DSBD) to provide needed support to the young in township. Future researchers will benefit from the study to understand the benefits of entrepreneurship training to high school learners. Furthermore, the study seeks to introduce guidelines to the Department of Basic Education and Department of Small Business Enterprise on how re-engineer the spirit of youth in South Africa and improve the culture of entrepreneurship to curb the youth unemployment. This study will assist the Department of basic Education and Department of Small Business Enterprise to collaborate and design programs that will assist to curb the youth unemployment. This may lead in development of policies and processes to sustain strategies for promoting entrepreneurship education as a strategic approach to curb the employment rate in and transparency in developed and developing countries. The study seeks to contribute both academically and practical. Hence, the following will be the contribution.

- Formulate entrepreneurship programmes at schools
- Align the school entrepreneurship education with universities entrepreneurship education
- Inform policy makers about the need to improve business funding model
- Inform curriculum design about the need to introduce entrepreneurship education as subject in public schools.

With regards to the methods should comply with the prescribed literature and should conform to the global trends of how is done. They should also adhere to what is prescribed by the national curriculum statement policy documents. In addition, they lack link to real life situations. There is also lack link of involvement of local business in teaching the subject. The manner in which entrepreneurship education is offered demotivates learners to becoming entrepreneurs after school.

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